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ABSTRACT

In compliance with Title 14, Section 12 of the Delaware Code, this document sets forth statewide policies and guidelines developed by the Delaware State Board of Education for selecting textbooks and other educational materials. After a brief introduction and a policy statement, recommendations are provided to local school districts for establishing textbook selection procedures. This is followed by general advice on selecting textbooks and other materials, definition of terms, and general characteristics required for accountability. The main body of the document lists specific selection criteria under five general categories: (1) coverage/content, (2) instructional approach, (3) utility, (4) evaluation/validity, and (5) special considerations. An appraisal format is provided for evaluating instructional materials, along with guidance on controversial materials and basic principles for minimizing biases. Appended are (1) a sample district-level textbook selection and examination policy with accompanying evaluation forms, and (2) an outline of general principles, responsibilities, and procedures for selection of textbooks and instructional resources. (TE)

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STATE POLICY AND GUIDELINES FOR SELECTING TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

ED285290

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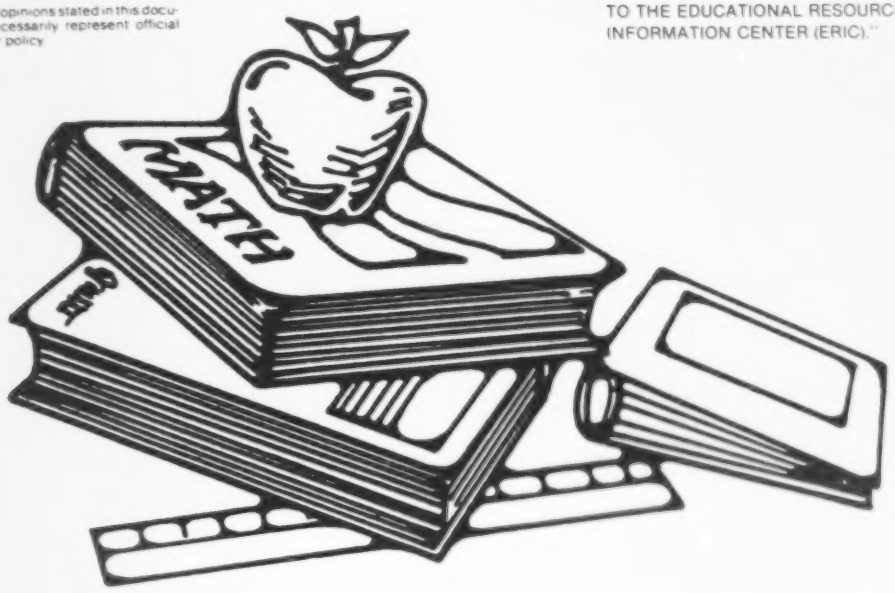

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Adopted by State Board of Education

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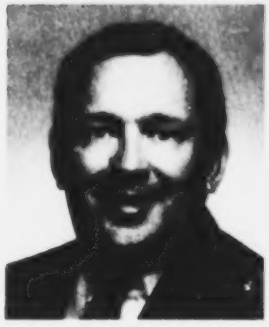

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FOREWORD

A number of factors have contributed to the need for current guidelines for textbook selection and review of other instructional materials.

- With the National Commission of Excellence's report, A Nation at Risk: An Imperative for Reform educators have been reevaluating many facets of educational practices.

- Recent educational research has provided analyses and investigations about textbook use, selection, comprehensibility, and evaluation.

- A recent initiative by the National Association of State Boards of Education and the Council of Chief State School Officers called upon educators, publishers, and universities to cooperate in improving the caliber of textbooks.

- Educators throughout the state have offered assistance in reassessing textbook selection and revising state guidelines.

INTRODUCTION

Textbooks and instructional materials represent the officially prescribed body of knowledge that the student is to master. They represent officially approved information.

Instructional materials provide students with two distinct forms of knowledge. The first and primary kind of knowledge transmitted to students consists of information in a specific subject matter area. Thus, it is essential that all persons who work with students be concerned with the accuracy of such information as well as the literary quality of the materials. Therefore, this publication provides educators with a discussion about selecting textbooks and other instructional materials, general characteristics for accountability, selection criteria, and an appraisal format for evaluation of instructional materials as well as a suggested policy and process for dealing with objections from the community.

The second kind of information transmitted to students consists of ethical prescriptions. Instructional materials through the use of words and illustrations describe a picture of the world that students assume to be accurate and appropriate.

Sometimes these materials may represent biases. Precautions should be taken to provide procedures and criteria to minimize sexual, ethnic, and/or religious biases in instructional materials while maintaining the need to reflect the diversity of ideas present in a pluralistic society.

Hence, this publication provides educators with basic principles for minimizing bias. It also provides a discussion of controversial materials, as well as a procedures checklist for selecting textbooks and other materials.

A selected bibliography is available from the Department of Public Instruction for educators who desire to research issues related to textbooks and instructional materials.

REGULATIONS AND POLICY STATEMENT

State Board of Education "Rules and Regulations"

As set forth on the Delaware Code, (Title 14, Section 12), the State Board of Education prescribes the following "Rules and Regulations":

> (6) Governing the choice of textbooks and other instructional materials to be used in all public elementary and secondary schools of the State by adopting a set of criteria, which the school districts of the State shall apply to the selection of all such material prior to the acquisition or development and use of those materials. The decision of the State Board shall be final as to whether any textbooks or instructional materials do, in fact, abide by the prescribed criteria.

State Board of Education Policy

Each local district board of education shall establish a process to assure periodic review and possible replacement of textbooks and other instructional materials on at least a five-year cycle. A copy of this process shall be filed with the Assistant State Superintendent of Instructional Services and updated whenever it is modified in any way.

RECOMMENDATIONS TO LOCAL SCHOOL DISTRICTS

In order to ensure that each district will have a comprehensive process for examining textbooks and instructional materials, it is important that each local school district view the State Policy and Guidelines for Selecting Textbooks and Other Instructional Materials as a resource book to assist in the local evaluation process. It is recommended that:

- Procedures for textbook selection be established for the district.
- Classroom teachers and instructional personnel be regarded as vital and unifying factors in the evaluation of all instructional materials.
- Advisory committees be established in districts where such action might secure additional viewpoints and expertise for the selection of materials.
- Inservice training be implemented for both the activities of textbook selection and textbook implementation when newly acquire materials are being introduced.
- Procedures be instituted for the reconsideration of controversial materials.

SELECTING TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

Textbook selection has been made more complex because today's textbooks are designed to be sold in the marketplace. The traditional evaluation and selection procedures may no longer be applicable for appropriate selection of textbooks and other instructional materials. Research gathered by several publishing houses states that the primary determiners for choosing textbooks are the number of pretty pictures, amount of independent seatwork, and accompanying easy-to-use manuals. Free incentives influence many selection decisions. In fact, "good deals" sway up to 70% of the decisions made by school districts regarding textbook selection (Muther, 1985).

When research also shows that the 70% to 90% of classroom decisions are based on textbooks, that up to 70% of classroom time is spent by students working on dittos and workbooks related to the textbook, that less than 1% of reading time is spent on comprehension instruction, and that the textbook may be, in some cases, the only book with which the student ever comes in contact -- it seems unthinkable that any textbook would be selected solely on the basis of the "best deal."

A survey (EPIE, 1976) of teacher training courses has indicated that the criteria being suggested to select textbooks are outdated. During the pre-teaching training, students have not been shown how to spot weaknesses in texts, how to determine differences in texts, or how to determine which programs best matched an identified goal. Very few educators, in fact, have ever been properly trained to evaluate or select textbooks as well as other instructional materials.

The key to appropriate textbook selection lies in the identification and description of what the textbook is to do. The more specific the description, the easier it is to find a textbook that matches it.

Each school most likely will adapt and supplement the selected publisher's products in order to meet its unique student and faculty needs. This may mean omitting chapters, adding multiple copies of trade books, or designing specialized units. Sections of a text might be rewritten to match more closely the instruction, content, district goals, or testing programs. Student projects and papers may be used instead of companion workbooks or dittos. The publishers' programs should be appropriate to meet the school or school district's needs or they should not be used.

Those who purchase textbooks must take the time to decide what they want in a textbook to determine how the textbook is to be used, and to choose the textbook that best suits the expectancies. By following these suggestions, they will identify the best texts presently available and they will provide a sound textbook review process for the future. Sample procedures used in local school districts have been included in the appendices of this publication.

DEFINITION OF TEXTBOOK AND INSTRUCTIONAL MATERIAL

Books and other materials that are available to be used by students as the basic reference in a course or subject are considered to be textbooks and instructional materials. Such items may include but not be limited to printed books, recordings, videotapes, films, filmstrips, and computer software. The textbooks may be used as the single source or in combination with supplemental materials.

This definition does not preclude the use of different materials sequenced by difficulty or interest to provide for the varying ability levels of the students in the same class grouping nor the use of video materials accompanied by student study guides. The expectation is that any such combination of sources available to a particular group of students enrolled in a course or subject should be understood to be the textbook or basic reference for that group and course.

There is a need to study representative works of fiction and non-fiction as primary source literature regardless of the controversial positions/attitudes/philosophies of individual works. The cumulative sections in a course should:

A. Give a balanced pluralistic view of the subject.

B. Use language which affectively and cognitively exemplifies the very best writing.

C. Provide a variety of insights/perspectives.

GENERAL CHARACTERISTICS FOR ACCOUNTABILITY

A textbook as defined in the preceding section should adhere to the following characteristics:

1. Relates to the basic and identifiable philosophy of our democratic society by its
   - consideration for the worth and dignity of all people
   - reflection of the multi-ethnic character and cultural diversity of our society
   - lack of racial and sexual stereotyping
   - concern for religious, political, and intellectual freedom
   - commitment to equal rights and responsibilities for all
2. Reflects quality scholarship by
   - meaningful organization and emphasis of content
   - accurate and authoritative presentation of factual material
   - historical reliability
   - inclusion of contemporary research
3. Conforms to the school philosophy and supports curricular goals by its
   - relevance to content area objectives
   - appropriateness to reading and ability levels of students
   - provision for guided practice and optional learning activities
   - appropriateness for a diverse student body
   - challenge to continued educational progress of all students
   - stimulus to the interest of students
   - contribution to a better understanding of the content under study
   - provisions for effective lesson design and instructional delivery

4. Includes relevant study aids such as

   - contemporary illustrations, graphs, charts and maps
   - glossary and index
   - reinforcement learning activities

5. Reflects high quality of typography, illustration and other aesthetic considerations

6. Is durable and economical in cost

SPECIFIC SELECTION CRITERIA

General Category	Criterion	Specific Questions to be Answered
A. Coverage/ Content	1. Clear Objectives	Is this curriculum program based upon clearly stated instructional objectives? How appropriate are these objectives? Are the objectives stated on at least two levels ranging from broad goals to specific behavioral objectives? Are the objectives stated in the teachers' materials? In the students' materials?
	2. Appropriate Scope	Does the curriculum program cover all of the areas the district is interested in? If not, can any gaps be filled easily? Is the scope explicitly stated for the entire program? What is the emphasis?
	3. Logical Sequence	Are the concepts or topics presented in a logical order? Are they explicitly stated? Will the pupils be able to follow the sequence of instructional activities with minimal difficulty? What is the emphasis?
	4. Accuracy/ Detail	Is the information presented in the program accurate? Is the content accurate in terms of the level of detail presented? Is the content in agreement with recent findings in the subject area?
	5. Appropriate Grade/ Difficulty Level	Is the content presented at an appropriate level of difficulty for the grade/ability level of the pupils who will be using the program? Is the reading level appropriate for the pupils? Are there guidelines on the length of time needed by students to work through the materials?

B.	Instructional Approach	6. Sound Theoretical/Empirical Foundations	Is the overall instructional approach based upon an established theory of learning? Are the instructional methods based upon the results of research on the teaching/learning process? Does this methodology support a curriculum philosophy or learning. Theories accepted or preferred in the district? Are prerequisites clearly specified?
		7. Varied Learning Activities	Does the program provide a variety of learning activities for the pupils? Are alternative teaching strategies suggested for assisting the pupils in the learning of concepts and the achievement of instructional objectives? Are multimedia techniques employed? Does it include adequate and relevant study aids?
		8. Pupil Information on Performance	Are pupils regularly provided with information on how well they are doing? Are the diagnosis and careful monitoring of pupil progress elements of this program? Is pupil self-evaluation used? Do the materials include charts and/or other recordkeeping devices to help the teacher track students' progress? Is pupil progress carefully monitored through chapter pre/post assessments? Do pretest items assess prerequisite as well as upcoming objectives? Do post-test items assess the stated objectives? Do post-test items assess the stated objectives directly and sufficiently?
		9. Provision for Review	Is a spiral presentation of content of concepts employed? Are ample opportunities provided for review and remediation? Are new concepts related to those presented previously? Are familiar concepts presented at

		higher levels and in different contexts? Are periodic, cumulative review tests available? Are all post-tests and cumulative review tests available in more than one version? Are pre/post/cumulative review assessment items keyed to specific references in the materials for purposes of review or reteaching? Does the program include practical recordkeeping devices to assist teachers in monitoring/reporting student progress?
10.	Extent of Individualization	Is it possible for pupils to begin at different points in the program? Can pupils progress at their own pace through different instructional sequences? Is any provision made for matching the instructional mode and sequence to individual pupils?
11.	Appropriate Cognitive Level	Does the program provide pupils with opportunities to analyze, synthesize, and evaluate concepts, ideas, or generalizations related to different topics? Do pupils have opportunities to apply what they have learned?
12.	Lesson Design and Organization	Does the Teacher Manual organize lessons around the following instructional design: 1. Daily review - Review concepts and skills associated with the homework assignment; prerequisite skills. 2. Presentation/Development of new objective(s) - Does the TM carefully specify the presentation of new content in order to ensure clarity and maintain consistency for related problem types? Does the presentation strategy specified in the TM focus on meaning and promoting student

			understanding by using active modeling, demonstrations, process explanations, illustrations, and so on.
			3. Guided Practice and Feedback/ Correction - Does the TM suggest process/product questions that allow students to actively demonstrate initial comprehension of the material presented? Does the program provide controlled practice opportunities for students? Does the TM provide specific correction procedures to correct student misunderstanding?
			4. Independent Practice - Are sufficient numbers of examples provided to enable students to master new skills? Is a mix of current and previous problem types provided?
			5. Periodic Review - Do the materials provide for systematic review on a weekly basis; monthly basis?
C.	Utility	13. Provision for Staff Training	Can members of the staff (teachers, counselors, aides, etc.) use the program with little or no additional training? Are explicit, comprehensive instructions provided for the teaching staff? Is the program relatively easy for the staff to use? What planning, training, and support are needed if this program is to be implemented effectively?
		14. Ease of Student Use	Can the pupils become easily oriented to the procedures of the program? Are explicit, comprehensive directions provided

		to guide the pupils? Is the program relatively easy for pupils to use? Is the program designed to foster pupil self-motivation and self-management of some steps in the learning process?
15.	Attractive Appearance/ Format	Will the pupils find the instructional materials attractive or visually interesting? Is the format used to present program materials logical and clear? Are the illustrations or graphics well done in an appropriate size? Is the size and style of the type used to print the materials appropriate for the pupils?
16.	Equipment Required	Can the program be implemented without any additional equipment? Can the program be implemented if the equipment already available is modified slightly?
17.	Facilities Required	Can the program be implemented with little or no modification of existing facilities? Can the program be used for various organizational arrangements: self-contained classrooms or clusters, open or traditional classrooms, etc?
18.	Organizational/ Staff Changes Required	Can the program be implemented and operated with little or no change in the organization of the school staff? Can the program be implemented without hiring and/or training any additional personnel? Can the program be implemented without reassigning any current staff members? Can the district assume the costs and/or changes required for implementation?
19.	Reasonable Cost	Can the program be implemented at a relatively reasonable cost? Once in operation, can the program be operated from year to year at a relatively reasonable cost? Can

			implementation costs be spread over several years? What costs would be incurred for the purchase of materials and equipment? What costs would be necessitated by equipment or facilities and/or staff changes required?
D.	Evaluation/ Validity	20. Expert Authorship	Are the developers/authors well known in their field? Are they respected by their professional colleagues?
		21. Availability of Evaluation Findings	Have any reliable evaluation studies of the program been published? If so, were the findings positive, neutral, or negative? Was the program evaluated with positive results in a setting similar to the district's? Were the evaluation studies comprehensive and technically sound?
		22. Availability of Informal Evaluation	Have other school districts used this program successfully? Do experts within the school district or from a nearby university consider this a high quality program? Have many school districts across the state or the nation adopted this program?
E.	Special	23. Lack of Bias	Is the program acceptable for use by pupils from all racial, religious, or regional/national origin groups? Are materials free of any sexual, class, cultural, or racial bias? Are females and members of minority groups mentioned in the materials with reasonable frequency and in varied roles which avoid stereotyped characterizations?
		24. Inter-disciplinary Approach	Does the program integrate subject matter from various disciplines or areas of study? Do the materials reflect a multidisciplinary approach to problem solving and learning? Is the program designed

		to encourage affective development and foster specific interpersonal behavioral skills, e.g., group problem solving?
25.	Local Reponse	Is the district prepared to defend the choice of controversial materials? Has the district provided a process for the expression of community/pupil/teacher concerns? Is the district prepared to assume educational leadership?

This list of criteria is taken extensively from Ball, R., Marvin M. & Temkins, S. (1975. June 16). Curriculum program selection: A cost effectiveness approach. Philadelphia: Research for Better Schools, Inc.

EVALUATION OF INSTRUCTIONAL MATERIALS

Appraisal Format

From the attached list of descriptive adjectives, select one that best describes how you think a particular item should be rated. You may, within reason, select an adjective that is synonymous or more fitting. The intent is to give the item a fair appraisal.

Evaluative Criteria		Rating Scale	
		High	Low
1.	Aesthetics	Appealing	Unattractive
2.	Authors	Knowledgeable	Inadequate
3.	Availability	Adequate	Inadequate
4.	Clarity	Clear	Unclear
5.	Consumables	Diverse	Limited
6.	Coordination	Substantial	Inadequate
7.	Copyright	Current	Dated
8.	Curriculum	Compatible	Incompatible
9.	Development	Comprehensive	Superficial
10.	Evaluation	Appropriate	Inappropriate
11.	Illustrations	Supportive	Unrelated
12.	Individualization	Flexible	Restricted
13.	Issues	Fair	Unfair
14.	Learning Aids	Helpful	Irrelevant
15.	Management	Useful	Unsupportive
16.	Media	Suitable	Unfitting
17.	Motivation	Stimulating	Uninteresting
18.	Multiculturalism	Broad	Narrow
19.	Objectives	Comprehensive	Limited
20.	Organization	Uncomplicated	Disorganized
21.	Construction	Durable	Flimsy
22.	Prerequisites	Well-stated	Vague
23.	Price	Economical	Costly
24.	Program Effect	Documented	Unsubstantiated
25.	Publisher	Respected	Unknown
26.	Reading Level	Appropriate	Unsuitable
27.	Required Resources	Multiple	None/few
28.	Safety	Safe	Harmful
29.	Scope and Sequence	Well-balanced	Uneven
30.	Sex Equity	Equally treated	Unbalanced
31.	Staff Development	Minimal	Extensive
32.	Student Interest	Compelling	Unappealing
33.	Teacher Interest	Interesting	Uninspiring
34.	Time Frame	Reasonable	Inflexible
35.	Timeliness	Topical	Dated

CONTROVERSIAL MATERIALS

Instructional materials may reflect a number of biases since the conveyance of a writer's view point may be contrary to the attitude of one segment of society toward another idea, individual, or group. Teachers, therefore, should carefully review materials directly applicable to the instructional program and exercise the best professional judgment as to selection and utilization by the students.

Controversial materials are those which may arouse strong emotional reactions representing different points of view. There are many topics, which, by the nature and structure of society, are controversial. The teacher is, therefore, encouraged to become aware of the atmosphere within the community regarding controversial issues before introducing materials or pursuing indepth study in such area. Educational leadership is the responsibility of the district in its commitment to the pursuit of truth, to the broad fullfillment of curriculum goals and objectives, and to academic freedom.

BASIC PRINCIPLES FOR MINIMIZING BIASES

In order to ensure that textbooks and instructional materials have minimized biases, they should conform to the following principles:

1. Recognizes the multi-cultural character of the nation, within a framework of unity, as essential to the advancement of a democratic society.

2. Portrays the sexual, racial, religious, and ethnic groups in society in such a way as to build truthful images, to create mutual understanding, and to promote appropriate respect.

3. Assists students in appreciating the many important contributions to democratic civilization made by members of the various groups.

4. Avoids discrimination by omission or commission, or by over-emphasis or under-emphasis.

5. Clarifies the historical forces and conditions which have operated to the disadvantage of minority groups and women.

6. Examines the contemporary forces and conditions which operate to the disadvantage of minority groups and women.

7. Analyzes intergroup tension and conflict fairly, objectively, and with emphasis upon solving social problems.

8. Motivates students to examine their attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy.

Appendix

TEXTBOOK

Selection & Examination

POLICIES

Capital School District

POLICY STATEMENT
STAFF RESPONSE TO COMMUNITY
OBJECTIONS REGARDING INSTRUCTIONAL RESOURCES

Purpose: The purpose of this policy is to formalize procedures for the reception, consideration, and disposition of objections from the community concerning the selection and use of books and other instructional materials by either a teacher or a librarian. It is designed both to protect contractual assurances of academic freedom and insure that all specific complaints of members of the community are answered in a full, frank, and prompt manner.

Rationale: The high school faculty has the freedom and authority as well as the professional responsibility to make instructional decisions relative to the use of materials so long as these decisions accord with state and district requirements. Teachers must exercise mature judgment in utilizing materials which enrich and support the curriculum and which account for the varied interests, abilities, and maturity levels of the pupils served.

This policy in no way is intended to deny or abridge the community's rights of inquiry. Parents and other community members are invited to inquire about the use of resources in accordance with procedures prescribed below.

Procedure:

1. Any complaint from a member of the community will be reduced to the written format, attached. This will apply whether it comes from a person or a community organization.
2. The administration will not entertain any objection from a member of the community unless that individual is willing to have the complaint put in writing.
3. The complainant will be asked if he/she has attempted to resolve the matter informally with the teacher; if not, he/she will be encouraged to do so. The principal will be immediately informed of all complaints whether they are received by the teacher or administrator. A committee will be formed within a period of two working days to consider the complaint. Members of the committee will include a principal, a librarian and two teachers from the academic department to which the complaint is directed. It will not include the teacher who is involved in the controversy; however, the committee will elicit from the teacher a rationale in using the book or materials in question. One essential question will deal with whether an acceptable alternative was available and considered and whether professional advice was sought.
4. After considering the written objection, the committee will formulate its recommendation in writing on the attached form. The response will include the committee's decision as well as the key reasoning used in achieving this decision. The reasoning will make reference to the literary, psychological and/or educational value of the book.

CITIZEN'S REQUEST

FOR

RECONSIDERATION OF A BOOK OR INSTRUCTIONAL RESOURCES

Author: _____ Title: _____

Request initiated by: _____

Address: _____ City & State_____ Zip Code:_____

Telephone #: _____

Complainant represents:

( ) Himself

( ) Name of Organization

( ) Identify other group

Teacher (to whom the complaint is directed) _____

Kindly answer the following questions:

1. To what in the book or the instruction do you object? (Please be specific; cite pages.)

_____

_____

2. Has an attempt been made to resolve this matter informally with the teacher?

_____

_____

3. What do you feel might be the harm of reading this book? _____

_____

4. Did you read the entire book? _____ What Parts? _____

_____

5. What would you like your school to do about this book? _____

_____

_____

ACTION TAKEN BY COMMITTEE

Committee's Recommendation to the Principal (note any disagreements, if any, among committee members):

Summary of Reasoning in Arriving at this Recommendation:

TEXTBOOK SELECTION
INDIVIDUAL/COMMITTEE RECOMMENDATION
FORM

CAPITAL SCHOOL DISTRICT

Date: _____

Check One: Individual Recommendation _____ Committee Recommendation _____

Title of Selection: _____
Author: _____
Publisher: _____
Place of Publication: _____
Year of Publication: _____

Department/Curriculum Area for which book is being recommended/rejected: _____
_____

Grade Level(s) at which the selection will be used: _____

Relevance of the selection to the curriculum: _____

_____

Positive aspects of the selection: _____

_____

Controversial aspects of the selection: _____

_____

Is the selection being recommended or rejected? _____

Name of individual making the recommendation: _____

If a Committee recommendation for acceptance or rejection:

Name of Chairman: _____

Members of the Committee: _____

_____

Approved	Rejected	Title	Name
_____	_____	Associate Principal	_____
_____	_____	Principal	_____
_____	_____	Appropriate Curriculum Director	_____
_____	_____	Superintendent	_____

**** Textbooks must meet criteria of the "Textbook Criteria and Basic Principles" published by the Department of Public Instruction. This reference is to be used in all textbook selections.

SELECTION OF TEXTBOOKS AND INSTRUCTIONAL RESOURCES
RESPONSIBILITIES, PRINCIPLES AND PROCEDURES

General Principles

1. Adoption of curriculum and instructional materials is a legal responsibility of the Board of Education.

2. The selection of textbooks and instructional resources is a joint enterprise among staff members, coordinators/chairpersons, school and district level administrators.

3. Any member of the professional staff is permitted to suggest title(s) which can reasonably be expected to meet the objectives of the curriculum within a specific instructional department.

4. Parents and other members of the community will be informed as to the instructional materials that are projected for use during the academic year. Although parents will be informed once, annually, staff members will be receptive to parent inquiries as to the rationale and use of particular books on a case by case basis.

Staff Responsibilities

1. Teacher recommendations for purchase of instructional materials will be based on sound educational and psychological principles. Recommendations will have a clear and tangible relationship to specific objectives of the curriculum at a particular grade level.

2. When submitting recommendations, teachers should anticipate possible problem areas regarding language, theme or tone which might foster controversy or serious reservations among parents.

3. Teacher recommendations should be reduced to writing, utilizing the preceding form.

4. Teachers are encouraged to provide alternative selections in cases where genuine parental concern regarding a particular book, instructional resource or topic has been expressed. The teacher may require that the student and parent participate in the search for this alternative and that equivalent student responsibilities are met.

Responsibilities of Coordinators/Chairpersons

1. Coordinators/chairpersons will review teacher recommendations and insure that selections meet the objectives of the curriculum and that they are in accordance with any state guidelines.

2. All recommendations of individual teachers will be discussed with members of the instructional department at the grade level for which

the selection is intended for use. Coordinators, in departments having one, will serve as chairperson of all grade level committees. Coordinator "approval" of a selection will depend on the achievement of consensus among teachers at grade level. Exceptions will be made in instances where electives are diverse and unrelated to each other in content and purpose.

3. It is the duty of coordinators to search all available catalogues, brochures and bulletins of leading publishers in order to insure that district funds are expended in an efficient and cautious manner.

4. Coordinators will assist the administration in informing the parents as to instructional resources that are to be used in the high school.

Administrative Consideration

1. Principals will assume the responsibilities similar to the coordinator/chairperson in instructional departments where none are assigned.

2. The principal and associate principal will review all recommendations for purchase with coordinators and with staff members. Particular emphasis will be placed on the consistency of the selection in terms of curricular objectives and possible areas of parental reservation.

3. Regarding the provision of alternative selections, the administration will become involved only upon request of the teacher and/or parent. The principal and associate principal will insure that reasonable standards and mature judgment are exercised by all concerned both in the decision to provide alternatives and in the quality of the alternative selection that is offered.

4. In September, the administration will prepare a concise list of instructional materials by grade level and subject that are planned for use during the academic year. The list will be disseminated to all students in class; the students will be instructed to bring the list to their parents' attention. Reference to the list will be made by teachers at "open house" and by the principal at selected meetings of parents thoughout the year.